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ABSTRACT

This workbook comprises eight lessons designed to enhance the self-esteem of Latino students, grades 5 through 8, through the exploration of family, family traditions and values, and the affirmation of family strengths. Each lesson begins with an illustration that reflects the content of the lesson and an introductory page. Each introductory page contains the following: (1) a "dicho," a saying or expression used to express and pass on values and beliefs in Latino families; (2) a summary of the lesson; and (3) the "Sabes Que?," intended to provide another small bit of information on Latino family traditions that will strengthen understanding of different Latino customs that have to do with family life and customs. All the student materials necessary to complete the lesson are presented, including the following: (1) stories; (2) student activity sheets; and (3) blank note pages. A chart illustrating changes in Latino families in the United States is also included. The appendices comprise the following: (1) a list of "dichos"; (2) a Spanish word list; and (3) a glossary of special terms. (FMW)

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STUDENT WORKBOOK

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Latino Family Life Education Curriculum Series

12-6-88

La Familia

STUDENT WORKBOOK

Ana Consuelo Matiella, MA

Illustrations by Ron Salinas

The Latino Family Life Education Curriculum Series

Network Publications, a division of ETR Associates
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Dedication

La Familia is dedicated to all Latino students with the hope that it reflects the beauty and richness of the values and traditions of Latino family life. It is also our hope that the content of the lessons, the stories and the *dichos,* serve to remind you of the strength and beauty that can be found in your family heritage.

¡QUE VIVAN NUESTRAS FAMILIAS!

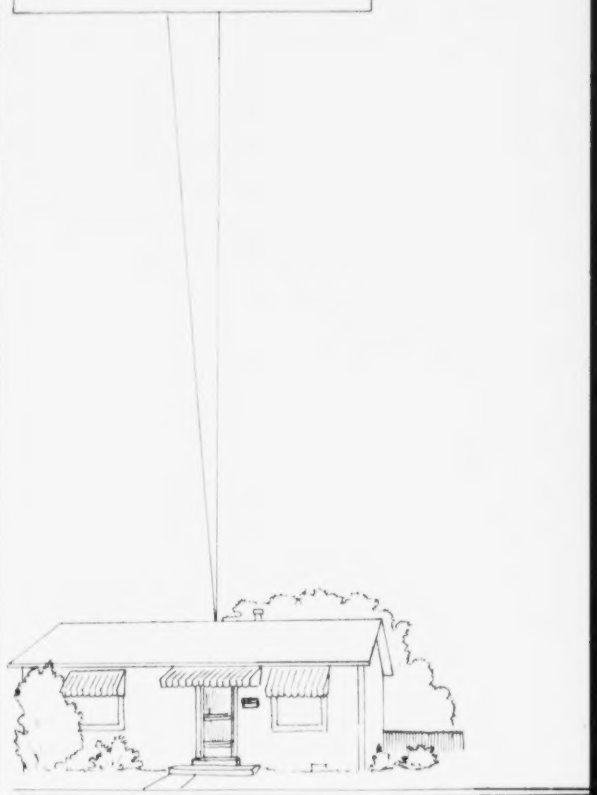
Changes and the family in the United States from the 1940s to the 1980s:

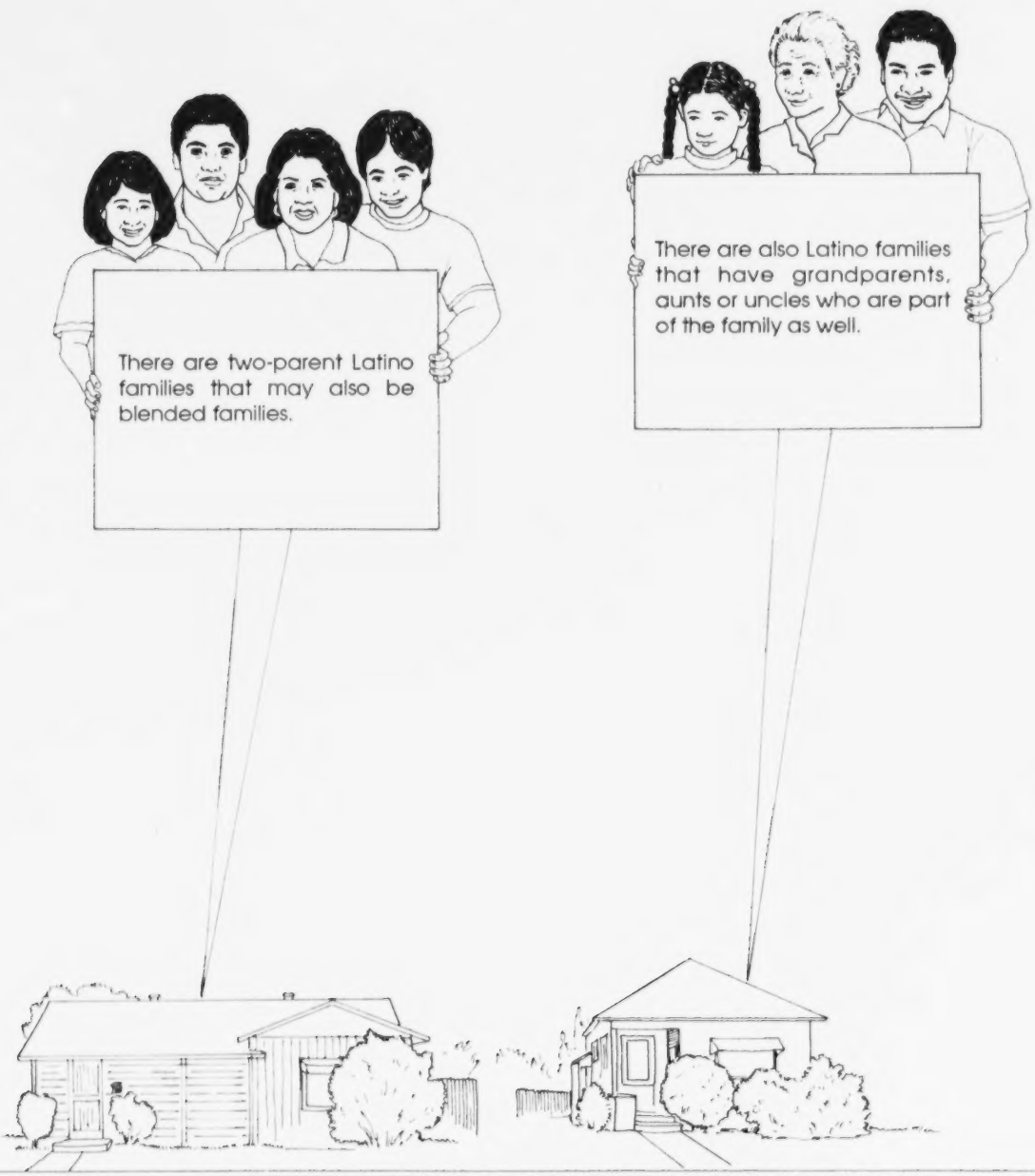
- In the late '40s and early '50s, it was common for the "typical" family to be an extended family. In an extended family, there's more interaction and closeness among family members of different generations.
- In the late '50s and early '60s, many people left their home bases and moved to other parts of the country for better financial or educational opportunities. The "typical" family changed from an extended family to a nuclear family, which usually consists of a mother, father and children.
- The '70s and '80s saw an increase in the number of divorces, people remarrying after divorce, and women having children without getting married.
- The "typical" family in the '80s may be a single-parent family or a blended family. Other kinds of families brought about by societal changes are adoptive families and foster families.

Changes and the Latino family:

- Many Latino families in the U.S. adjusted in the same way other "mainstream" families did. Some Latino families adjusted differently.
- One way Latino families adjusted differently was by choosing to remain in an extended family. Although the majority of people in the U.S. today do not live in extended families, many Latinos still live and interact in this way.

It is important to remember that there is great diversity in all families. There are many Latino families today that are headed by single mothers.




There are two-parent Latino families that may also be blended families.
There are also Latino families that have grandparents, aunts or uncles who are part of the family as well.

Although Latino families have undergone remarkable social changes, many Latinos preserve their commitment to the extended family. The family may not all be in the same geographical place, but they are still connected by helping and spiritually supporting each other.

Chimayo, Here We Come

Many Latinos today still maintain strong extended family ties. This transplanted New Mexican family lives in Illinois and goes home to New Mexico every summer.

Lesson 1
What Is Familia/Family?

DICHO

Para el amor no hay fronteras.

(Love knows no bounds, no borders or boundaries.)

This is an appropriate *dicho* for family members who live in another country or far away.

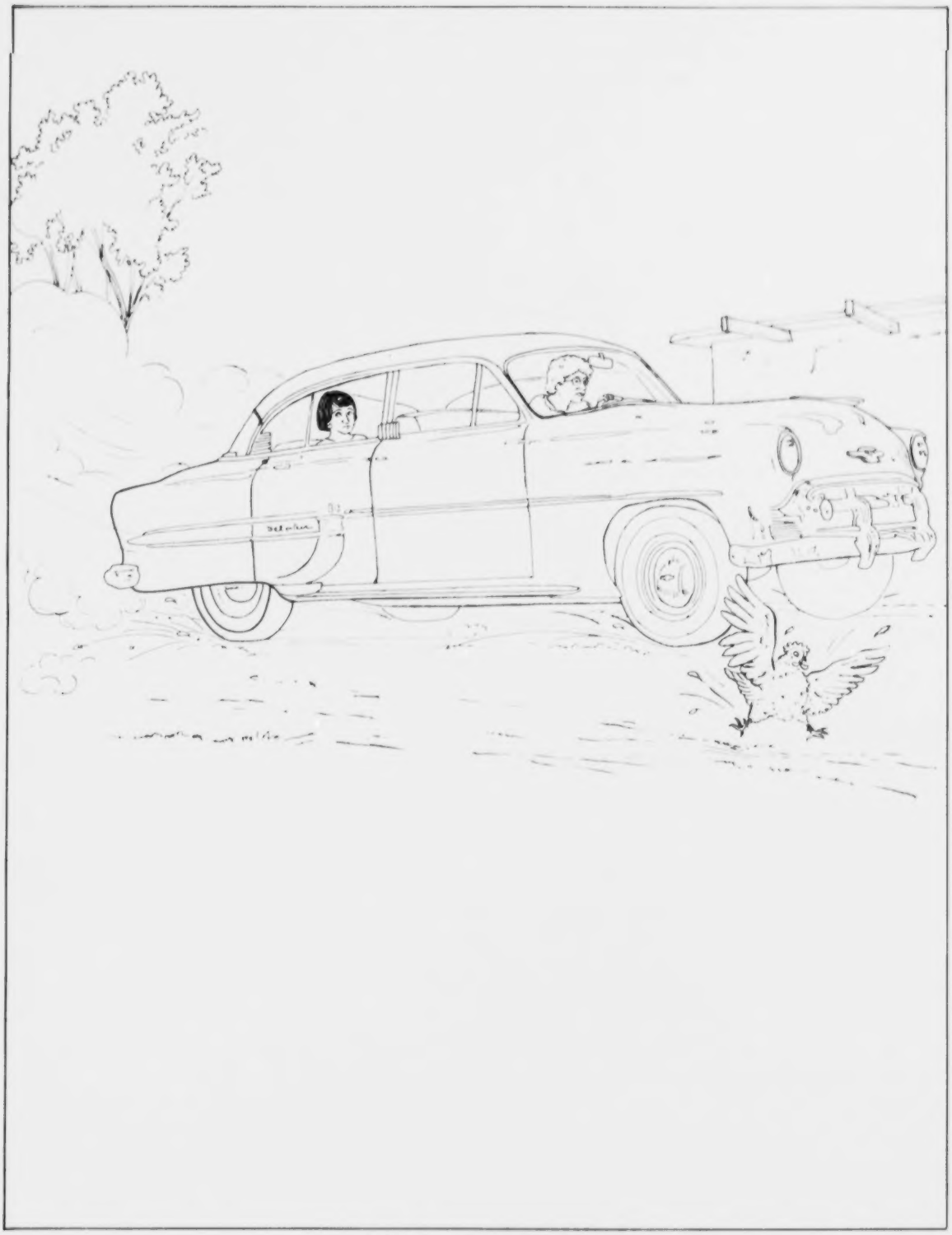
This lesson starts the unit with a definition of family. You will probably recognize some things that are unique to your own and other Latino families.

¿Sabes Qué?

Compadrazgo is an important Latino family tradition originating from the ancient custom of choosing godparents when a child was born. The godparent's duty was to raise the child if anything should happen to the parents. The more contemporary Latino and Mediterranean custom stemming from this ancient custom is one that transforms friendship into kinship and is used in important ceremonies and events such as baptisms, weddings, quinceañeras and first communions. A *padrino* and *madrina* are chosen to participate in these important events and then become part of the extended family. It is customary to rely on your *compadres, comadres* or *padrinos* and *madrinas* to help with emotional and financial support when it is needed. The help and support is reciprocal. This means the two families continue helping and supporting

each other in time of need. *Compadrazgo* is a way to knit people together and formalize and solidify relationships.

Notes



Allí Viene La Nana

Nana Herminia was famous for speeding in her '53 Chevy through the hills of Nogales. She didn't know the first thing about making tortillas.

8

Lesson 2
Family Values

DICHO

Los dichos de los viejitos son evangelios chiquitos.

(The *dichos* of the elders are like gospels.)

This *dicho* states that much can be learned by listening to the advice of our elders.

Lesson 2 is about two Latino families and their differing values. In this lesson you will observe how different two families can be.

¿Sabes Qué?

Many communities in the new world were modeled after the designs of Spanish cities. The traditional design of the center of the town consisted of a plaza (town square) with a small park in the center of it. The plaza contained many of the most important buildings: the church, the government center, a marketplace and small park often with a *kiosko* (gazebo) at the center of it. On Sundays after church, young men and women gathered in the plaza in their Sunday clothes. Sometimes musicians would play in the *kiosko* and there would be a dance. One courting tradition that usually preceded formal dating was for young men and women to promenade around the plaza in their Sunday best. The young men would walk around the plaza going one way

while the young women walked around going the other way. Smiles and helloes would be exchanged, and after a few weeks of promenading around the plaza you might stop and chat, ask for a dance if the music was playing, or perhaps even set a date for a visit to the young woman's home.

There have been rapid changes in dating and courting customs among Latinos and non-Latinos alike. How was dating different when your parents, aunts or uncles were dating from the way it is done today? You can learn more about Latino dating and courting traditions by asking your family members. Do you know how your parents, grandparents or aunts and uncles met? What special customs did they observe?

Family Values-A Summary Definition

A **value** is any belief or quality that is important, desirable or prized. Many values are learned from our families. Families give us messages about values by what they say to us and by what they do. When they tell us about a value, we call that a verbal message. One example of a verbal message is the use of a *dicho* like *"El que poco lee poco aprende."* (The person that reads little, learns little.) This is a verbal message about the value of reading.

When families show us a value through their actions we call it "setting an example." A message that we get by example is, for instance, watching our families sitting down to read books, keeping books in the house and/or going to the library. Family members may never tell you that reading is important, but they are showing you that it is important by their actions.

Read the two stories about families and look for values that are expressed directly or indirectly, verbally or by example.

The questions on the student activity sheets will guide you in your search for the family values in the stories.

Allí Viene La Nana-The Nana Is Coming

Most kids played hide and seek, freeze tag or soccer in the streets of their *barrio*. On Hereford Street we used to play a game called *"Allí Viene la Nana"* (The Nana Is Coming). Something like Paul Revere's warning, "The British are coming," only this warning was about my grandmother—my grandmother in her '53 Chevy and the huge cloud of dust that always followed it.

I was embarrassed to be seen with my grandmother in her high heels and her funny hat, riding in the back seat of her '53 Chevy.

Grandmothers are supposed to be sweet old ladies who make *tortillas* in the afternoon in the back yard on an old woodburning stove under the *ramada*.

Well, my Nana Herminia was famous for speeding in her '53 Chevy through the hills of Nogales, and she didn't know the first thing about making *tortillas*. "I don't make them, *mi vida*, I buy them," she'd say to me.

I had a hard time accepting that my Nana Herminia was not the old lady she was supposed to be.

She was kind of bad-tempered, and she used to shoo us away from the shade of the old mulberry tree in front of her house. *"Anden—¡pelen gallo!"* she used to say. "Pluck the rooster" doesn't translate but what it means is "Scat!"

That's how the *"Allí Viene la Nana"* game started. Nana didn't want us climbing the old mulberry, eating the figs from her fig tree or picking the flowers from her garden. Sometimes she just wasn't very nice. And to keep out of trouble, we often had to be on the lookout for *"la Nana."*

Every once in a while, when we were playing in the street in front of her house, she'd peer through the screen door and go "!Ssh—ta!"—real loud.

So we made up the *"Allí Viene la Nana"* game.

She'd drop us off in front of Maytorena's drug store downtown and say, "Don't forget to tell him you are the granddaughters of Herminia Raptis and remind him of the discount!"

It took me a while to understand that my nana wasn't a sweet old lady like you see in

Mexican movies. It took a while to understand that it was okay and that she was still my own special nana.

She was the nana who would show me an album with pictures of my *papouli*, my Greek grandfather, and on the next page, pictures of Mexico City and Guadalajara. "Someday we'll go there, you and I," she'd say to me.

She was the nana who taught me to balance a checkbook when I was nine.

She was the nana who taught me to listen when no one else was listening and to look when no one else was looking.

"*Muchachos*, come here. I want to tell you something important. *Algunos consejos*, some advice, from an old woman. *Pónganse abusados*, always remember, be quick on your feet and look alive." And with her old stubby and dark fingers she would make the familiar signs, her index finger on the bottom of her eye to indicate LOOK; a tug on her ear to indicate LISTEN; and a zip on her lips to indicate BE QUIET. Then one of her famous *dichos*, "*El que poco habla mucho aprende.*" (He who speaks little, learns a lot.)

So from Nana Herminia I learned many things.

One of those things was that not all grandmothers are sweet old ladies who make *tortillas* in the afternoon in the back yard on an old woodburning stove under the *ramada*.

And somehow, it was fine.

Allí Viene La Nana

Please remember that there is no right or wrong answer to the following discussion questions. Your responses will come from your experience and your impressions of the story.

1. What did you feel was the most important message of this story?

2. How did the young woman writing the story feel about her nana?

3. What did Nana Herminia have to say about listening and learning?

4. Review the definition and examples of values that are provided for you in this unit. Can you find two values that were passed on by Nana Herminia to the young woman in the story?

   List them below:

   1.

   2.

5. How did Nana Herminia pass on her values? Did she use *dichos*, actions, words, examples, etc.?

6. Did you agree with Nana Herminia's values?

   If yes, which ones? (Choose two.)

7. Did you disagree with Nana Herminia's values?

   If yes, which one? (Choose one.)

8. In your opinion, is it okay or not okay that Nana Herminia didn't make *tortillas*? Why?

9. What do you think the young woman in the story meant when she said her nana wasn't like the nanas in Mexican movies?

10. If Nana Herminia had been your nana, how would you have felt about her '53 Chevy, her high heels and her funny hat?

Do you think someone in your family might like to read this story?

(Share it with someone in your family and ask them what they think about Nana Herminia.)

Chimayo, Here We Come

My name is Gustavo Apodaca. I live with my family in Chicago, Illinois. My Nana Concha lives in Chimayo, New Mexico.

Every year we go to Chimayo for summer vacation. If Papá gets a bonus or Mamá's *tamales* sell well during the year, Mamá and I stay on with Nana Concha and help her with the corn and chile patch she grows in the front yard. We stay until the *piñones* are ready. At the end of the summer, we pick the *piñones*, Nana roasts them and we all eat them.

Nana uses *piñón* firewood for the *chimenea* that warms the house when the nights are cold. The wood has a sweet and musty smell.

We've lived in Chicago since I was born in 1976, and every year for as long as I can remember we've gone to Chimayo for summer vacation.

My older brother Rudy says we should go to Disneyworld like the Bradys next door.

Mamá always has the same answer for Rudy, "*Hijo*, the Apodacas go to Chimayo every year...that's just the way it is." And then she says, "I am not an extravagant woman; I don't spend money on jewelry or clothes. I sell *tamales* so I can help Papá and buy what you kids need. Every extra cent that I make on my *tamales* is for you kids, AND we go to New Mexico to see my mamá every year. Do you have any questions?"

Mamá is very passionate about New Mexico. She calls it *mi tierra del sol* (my land of the sun).

Papá explained it to us the other day when Mamá left to have her hair done. He said, "It is very important for us to go to Chimayo every year. This is our chance to go back to our homeland and be with your nana and your *primos*, *tíos* and *tías*."

Mamá says New Mexico chile is the best chile in the whole wide world.

Mamá says if she doesn't go home she'll wilt when the Chicago winds begin to blow up from the icy cold lake.

So every year we pack the truck and go southwest to Chimayo.

Mamá makes a great lunch, *chorizo* and egg *burros*, apples, Twinkies and lemonade.

We camp along the way so we can all get some "shut-eye," as Papá says.

Mamá takes her old guitar and we sing Mexican songs or special songs called *corridos*. *Corridos* are stories about the struggles of the people of New Mexico. Some *corridos* are sad; they are about the land lost during the Mexican War when New Mexico was sold to the United States. Love of the land. *Tierra del sol.* Land of the sun.

Nana lives out in the country where the rolling hills are green and the air is clear and dry. At night it's cold and you can hear coyotes howling at the moon. Nana, who is part Pueblo Indian, tells us coyote stories that she remembers from when she was a little girl.

She always starts by asking, "Do you know how long the Apodacas have been in this great state of ours?" And we always know what she will say, with pride in her voice and wetness in her eyes, "More than two hundred years, before it was even part of the United States, and don't you ever forget that."

"Listen to your nana, you won't have her for long," Mamá says to us from the kitchen.

I get a sad and sinking feeling inside my stomach when she says that. I can't think of what it will be like not to see Nana every summer. The rolling green hills...the smell of *piñón* fire...

"The coyotes are howling at the moon," says Nana. "Can you hear them?"

Chimayo, Here We Come

Please remember that there is no right or wrong answer to the following discussion questions. Your responses will come from your experience and your impressions of the story.

1. What did you feel was the most important message of this story?

2. How did the young man writing the story feel about going home to Chimayo every year?

3. What did Mamá and Papá Apodaca have to say about going home every year?

4. Review the definition and examples of values that are provided for you in this unit. Can you find two values that were passed on by the Apodacas to the young people in the story?

   List them below:

   1.

   2.

5. How did the Apodacas pass on their values? Did they use *dichos*, actions, words, examples?

6. Did you agree with the Apodacas' values?

   If yes, which ones? (Choose two.)

7. Did you disagree with the Apodacas' values?

   If yes, which one? (Choose one.)

8. In your opinion, is it okay or not okay that the children in the Apodaca family didn't go to Disneyworld or on another kind of summer vacation every year? Why?

9. What do you think the "sad and sinking" feeling that Gustavo gets inside his stomach means?

10. If you were Gustavo, how would you feel about going to Chimayo every year?

Do you think someone in your family might like to read this story?

(Share it with someone in your family and ask them what they think about the Apodacas.)

Notes

Respeto

What does your family tell you about respecting your elders?

Lesson 3
Family Messages

DICHO

De tal palo, tal astilla.

(A chip off the old block.)

This *dicho* is a popular one, used to refer to the things we have in common with our parents or other family members who have a strong influence on us.

In Lesson 3 you will get an opportunity to look at your own family values and maybe understand your self and your family a little better.

¿Sabes Qué?

A very old Latino courting and dating tradition that is still observed among more traditional Latinos is the use of chaperones. A chaperone is usually an older woman, an aunt, *madrina*, or older sister who accompanies young people on dates or attends dances and social functions. This was considered the most proper way of supervising young people as they began dating and going to dances and socials. A more modern version of chaperoning is taking a younger brother, sister or best friend along on a date. Double dating with sisters and brothers, and group dating are also gaining popularity among Latino young people. Does your family practice the use of chaperones now?

Find out if your father or mother or other family members used chaperones when they were dating.

Parent Values

(This is what you can say to your parent before you start your interview:

We are learning about Latino family values and traditions in our class. The definition of **value** that we are using is: A value is any belief or quality that is important, desirable or prized.)

Values are those messages we get from our families about things like:

Having pride in the family
Being responsible
Being honest
Being kind
Working hard
Respecting your elders
Loving and caring for the family
Going to school
Being a parent

What is one value that is especially important to you?

What is one value that was especially important to your parents when you were growing up?

What is the one value that you hope I will strongly believe in as I become an adult?

Notes

Notes

The Reader

The man doing the reading was appropriately called "The Reader," and Pepe thought that was the greatest custom he had ever encountered.

Lesson 4
Family Heroines and Heroes

DICHO

Un hogar sin libros es como un jardín sin flores.

(A home without books is like a garden without flowers.)

This *dicho* is reflective of the importance
that books and reading should have in the home.

All of us have heroines and heroes in our families. These are family members that we can look up to and be proud of. In this lesson, you will have an opportunity to take a closer look at family heroines and heroes.

¿Sabes Qué?

One of the characteristics that all Latinos have in common is their love and commitment to the family. The family is the heart of Latino existence. It has been said that Latinos value the well-being of the family above all else. What do you think?

A Spanish Family's Hero
Papá Pepe

This is a true story about a Spanish family's hero.

In 1873 when Pepe Matiella was 13 years old, there was a war in Spain between the Liberals and Queen Isabella. All around him young Spanish boys his age were being dragged off and made to fight in the war.

Pepe thought about his situation. He was an orphan at 13. He lived alone in a very small village in the mountainous region of northern Spain. He didn't want to fight in a revolution he knew nothing about. So he got on a boat that was sailing to America!

"Hacer la América," he called it. (To make it in America.)

He had some cousins in Havana, Cuba, who were in the cigar business. So off he went to search them out and ask them for work. *La Familia* Balza was hospitable and welcomed Pepe to their land. He was immediately given a job as an apprentice in the family cigar factory. On his first day of work, he came upon a large wooden sign that said:

Eduardo M. Balza
Manufacturer of Fine Cigars
Elaborated by Men of
Intellect and Art
Established 1864

He wondered what the sign meant by "elaborated by men of intellect and art."

Pepe was instructed to sit down at a long table where wide fresh leaves of tobacco were stacked. There were rows and rows of long tables of tobacco with men sitting side by side quietly working. The black man next to Pepe taught him how to carefully and gently roll the tobacco leaves by hand into perfect cigars. (Keep in mind that this was long before the surgeon general had determined that tobacco was hazardous to your health.)

No one spoke a word as Pepe tried his hand at rolling cigars. Suddenly the silence was broken. In the middle of the large hall where hundreds of men worked diligently, there was a large wooden platform with a podium. Pepe first heard a man's voice, strong

and clear, and then he turned to see that this man was standing at the podium reading from a Spanish newspaper. Every hour for the duration of the work day the workers took turns reading to the larger group. They read Spanish newspapers, novels and occasionally, English newspapers, which they would translate into Spanish. The man doing the reading was appropriately called "The Reader," and Pepe thought this was the greatest custom he had ever encountered. Then he knew what the sign meant by "elaborated by men of intellect and art"! The men were learning while they were working.

Pepe worked in Cuba for about twenty more years and when the Spanish-American War broke out in Cuba, he went to *"hacer la América"* in the USA. In 1898 he founded El Arte Cigar factory in Key West, Florida. The first thing he had built when he set up his cigar factory was the platform and podium for "The Reader." The hand-rolled cigars of El Arte Cigar factory were known throughout America. And on the golden paper rings he placed around his famous hand-rolled cigars was written, in tiny red letters, "Elaborated by men of intellect and art."

Years later, when Pepe became a father and then a grandfather, he was called Papá Pepe out of respect for his hard work and dedication. Papá Pepe was a Spanish family's hero.

The values he passed on to his children and grandchildren were honesty, hard work and the importance of reading. To this day in his family, although no one makes cigars anymore, reading is considered one of the most important things to do with your time.

Guided Questions for Writing a Story

Take the story of Papá Pepe home to your family. Ask your parents or other family members to tell you about the family heroines and heroes that they had when they were growing up. Whom did they look up to in their families?

Think about the person or persons in your family whom you most admire. Think about why you admire them. These family members are your heroines and heroes. Remember, it doesn't have to be one person, it can be two people or perhaps a team, such as your *padrinos*, grandparents, mother and father. The important thing is to identify people in your family whom you look up to and admire.

Ask yourself the following questions before you begin writing:

- Why do I admire this person or persons?
- What value or values do they hold that I would like to have?
- Would I want to be like these persons?
- Why?
- What did they have to do to be the kind of persons they became?
- Did they have to struggle to be the people they are?

When you identify your family heroine or hero, and you get that peculiar feeling deep inside yourself, you know you can call it family pride!

Student Activity Sheet

Family Heroines and Heroes

Use the following blank pages to write your family story.

I belong to the _____family.

Notes

Notes

La Bendición Mamı

One Puerto Rican family custom is for the children to ask for a blessing before they go off to school in the morning.

Lesson 5
My Family and I

DICHO

Cada oveja con su pareja.

(Every sheep with its like. Birds of a feather flock together.)

This *dicho* is often used to express the belief that family members should stick together.

We all know *familia* means more than the persons who live in our house. In this lesson you will explore family connections and relationships.

¿Sabes Qué?

La bendición is Spanish for "blessing." A Puerto Rican family custom is for the children to ask for *"la bendición"* before they go off to school in the morning, and again when they return home in the afternoon. It is not unusual to hear Puerto Rican children saying, *"La bendición Mamí"* as they exit the house. The mother or other family member will answer, *"Dios los bendiga, hijos."* "God bless you, my son(s) or daughter(s)".

Another Latino custom is the tradition of *"la bendición"* at weddings. In many Mexican communities, it is customary for young newlyweds to kneel before their parents or the male or female head of the family for a final blessing before they leave the childhood home to start a new life together.

Student Activity Sheet

Mi Familia

PART I—Directions: Make a list of family members. Write names in Column 1 and relationships in Column 2. (Example: María Sánchez/Aunt.)

PART II—Directions: Follow your teacher's guidelines for filling in the codes in the spaces provided below.

NAME	RELATIONSHIP	CODES

Codes
LW = live with
LN = live nearby or in your *barrio*
LF = live far away in another state or country
CW = call or write to regularly
SLN = same last name
SF = see frequently

Adapted from: *Family Life Education: Resources for the Elementary Classroom—Grades 4, 5, 6.* DeSpelder, L.A. and A.L. Strickland. Santa Cruz, CA: Network Publications, 1982.

EXAMPLE: PART 1

Connections

The most important people in my life

Mamá
(madrina, older sister, tía)

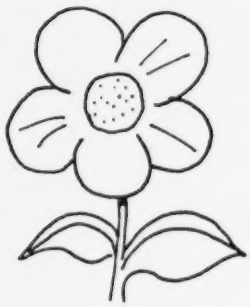
Papá
(uncle/*tío, padrino, abuelo)*

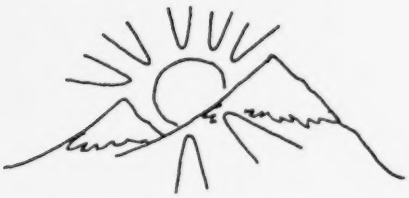
Nana
(abuelita, abuelito)

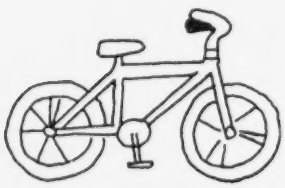
Sis
(hermana menor, hermanita)

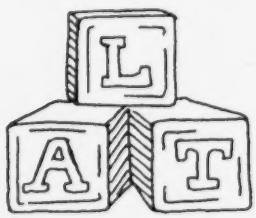
Baby Brother
(hermanito, hermano menor)

Symbols



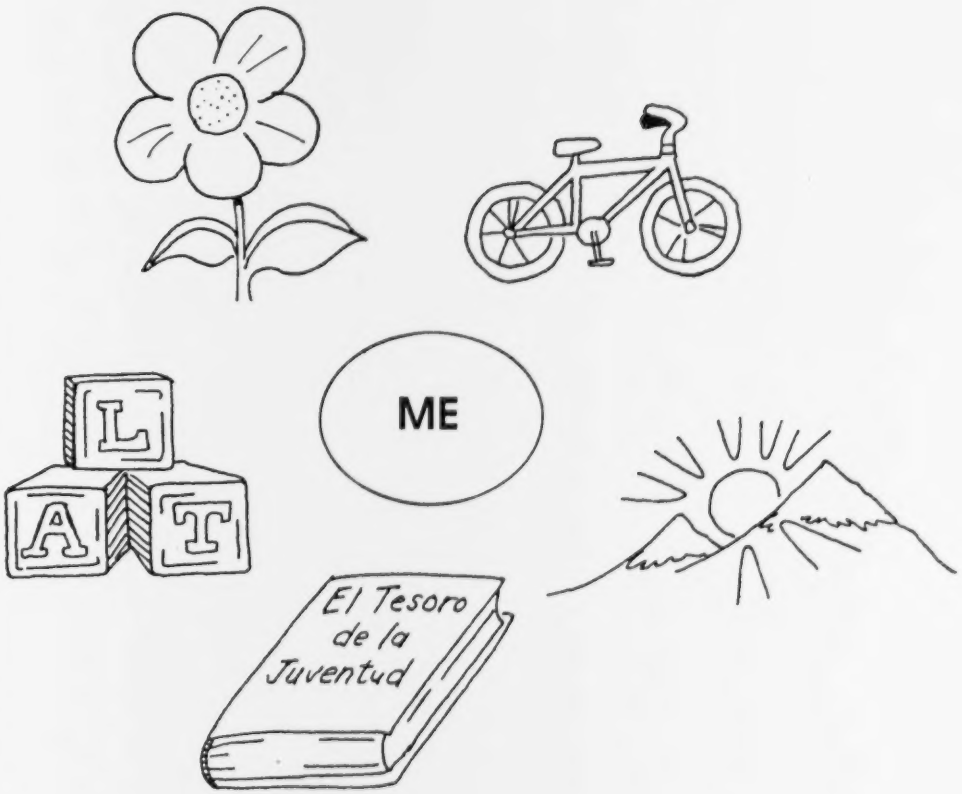






EXAMPLE: PART 2

How Close?



Student Activity Sheet

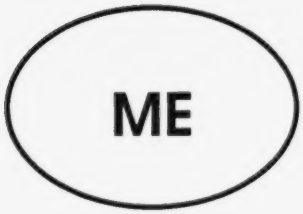
Connections

The most important people in my life

Symbols

Student Activity Sheet

How Close?



Mi Familia y Yo

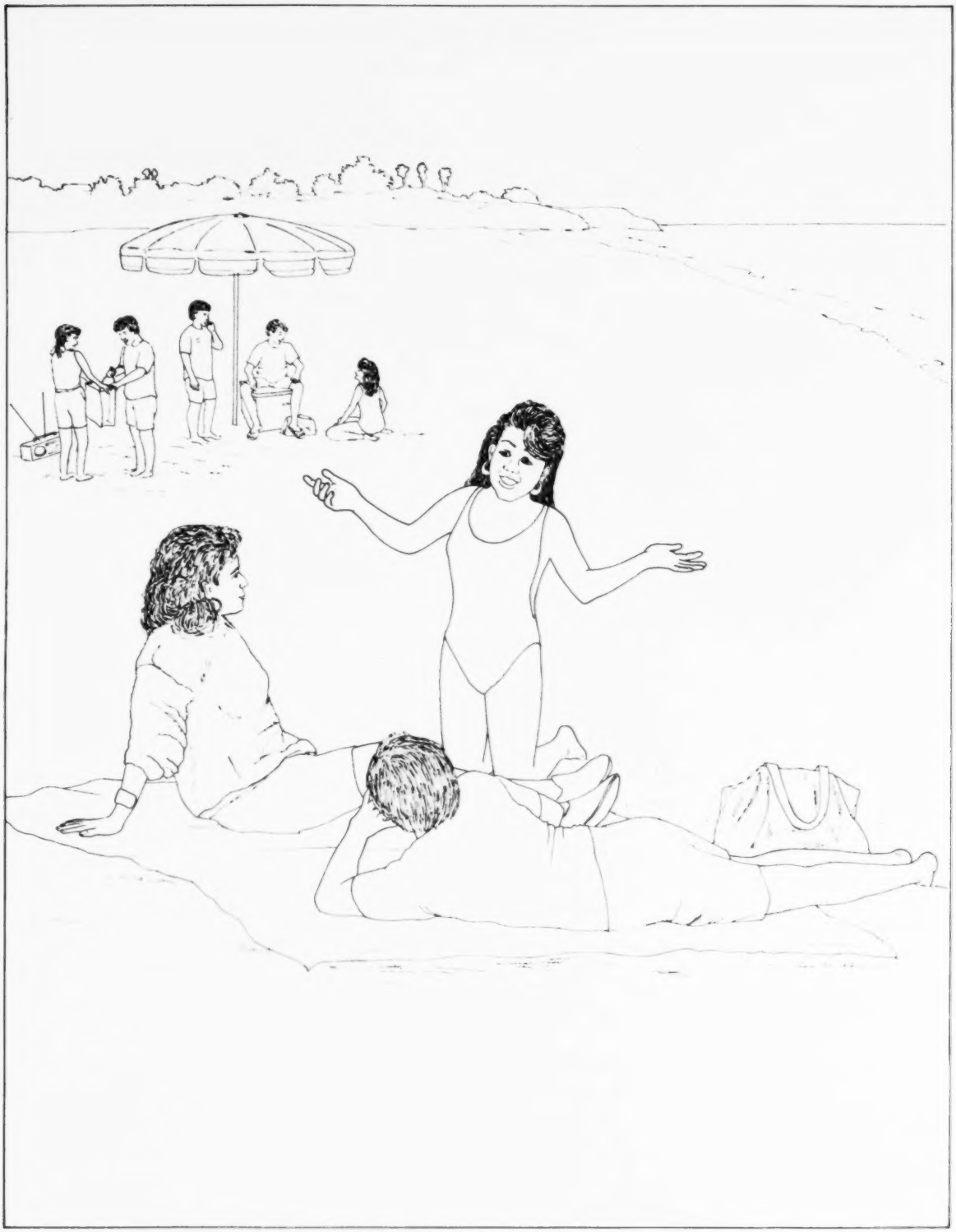
1. Who is the person(s) you feel the closest to today?

2. What do you appreciate or like about this person or persons? (For example: "What I like about my *madrina* is that she really cares about how I am doing in school.")

3. Take a few moments to list how you could show appreciation for this person(s). (For example: pick some flowers for him or her, write a note saying "Thank you," bake a cake or put some fruit in a basket, or say "I like you" or "I love you.")

Notes

Notes



The Slumber Party

Marisol's mother doesn't feel it is right for Marisol to stay up late and spend the night at Michelle's house. Marisol's madrina may have a solution.

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Lesson 6
Family Theater

DICHO

Lo que a tus padres hicieres, tus hijos harán contigo.

(A Latino family version of "What goes around comes around.")

This *dicho* means that what we do as children to our parents might be repeated in our families when we have children.

Lesson 6 is *Teatro Familia* —a fun way of actually demonstrating how cultural upbringing affects how our families function.

¿Sabes Qué?

The *serenata* (serenade) was a traditional Spanish courting custom very popular among different Latino groups. When a young man liked a young woman and wanted to impress her, he would bring her a *serenata.* If the young man was lucky enough to be a talented singer or musician, he would provide the serenade himself. If his talents lay elsewhere, he could hire a small ensemble of musicians to do the honors. It was customary to serenade in the evenings, preferably when the young woman was already asleep. That way she would be awakened to beautiful music, genuinely surprised and flattered.

It was also customary to honor mothers and grandmothers with *serenatas* on Mother's

Day, and to honor other family members on birthdays, saint's days and other special occasions.

The Slumber Party

Background Information

Marisol is a 14-year-old Chicana who lives in Southern California with her mother. Marisol's parents are recently divorced. Marisol lives with her mom, but both parents take part in raising her. Her father, who is a truck driver, is frequently out of town on business. Marisol's mother works as a secretary for a produce company.

To the Student

Read the story of Marisol Mendoza that is reprinted from *Cultural Pride* and included in your *La Familia* workbook.

The Dilemma

Marisol has been invited to her friend Michelle O'Neill's 14th birthday slumber party. It is the event of the year! Six of the most popular girls have been invited to this party. The girls have been planning it for months. The plan goes something like this: Michelle's big brother, who is 23 and has his own pickup truck, is taking all the girls in the back of his truck to a bonfire beach party. All the girls' favorite boyfriends have been invited to the beach party as well. The boys are responsible for the music, and Michelle's parents will supply the food and beverages. After the beach party, everyone is invited to Michelle's house for birthday cake, hot chocolate and horror movies. Michelle's parents have given permission for the boys to stay until 2:00 a.m.

The girls have picked out several of the scariest horror videos for the midnight movie marathon. After the boys leave the girls are planning to stay up all night to watch the sun come up.

Months ago, before the divorce, Marisol asked her mother if she could go to Michelle's slumber party. Ms. Mendoza said that they would have to talk about it later but that it would probably be okay if her father agreed.

Today when she told her mom all about it, her mom said, "I am sorry, Marisol, but you're too young to sleep over at other peoples' homes. You can go to the beach party if Michelle's mother is going to be there, but you need to be home by 11:00 p.m. Your *madrina* and I will pick you up at that time."

How can this dilemma be solved?

The Slumber Party

Marisol

You are Marisol and you are 14 years old and in the 7th grade. Michelle O'Neill and you are best friends. You, Michelle and four other friends have been planning Michelle's birthday party for a long time. You are excited about the party and very upset that your mom won't give you permission to go for the entire time. You think it's unfair.

Your parents are divorced and you know your mom is trying her best, but it's hard for her to make these kinds of decisions by herself. You are torn between feeling very angry and strong about wanting to go to your friend's party and feeling sorry for your mom because she now has to make some tough decisions by herself.

You wish you could call your dad so the three of you could work it out but he's out of town. Your *madrina* (and aunt), Tina, may be able to help you and your mom come to a compromise.

Hint: Remember your *madrina* (Aunt Tina) and Michelle's older brother know each other. They went to school together.

The Slumber Party

María Luisa Mendoza

You are Marisol's mother. You were born in Mexico and raised by traditional Mexican parents.

Although you are happy to be in the USA, you don't agree with how things are going for young people in this country. It's so different from when you were growing up in Mexico. You want Marisol to wait until she's fifteen to date boys, just like you waited.

You hear about girls getting pregnant and dropping out of school—you hear about young people getting in trouble. You are scared about how these things will affect Marisol.

This is a difficult time for you. Recently you and your husband went through a divorce. Marisol's father is a much stricter parent than you are. He's out of town and you don't feel comfortable making the decision by yourself that Marisol can sleep over at Michelle's. As a matter of fact, you feel very uncomfortable about it. You always said that sleeping over at other peoples' houses was not allowed. It goes against what you believe is proper for a young girl. It would be easier to say yes to Marisol if you had a partner to help you decide.

You are torn between wanting to say yes to Marisol so she can be happy and have a good time, and acting like a responsible parent. You want to come up with a solution or compromise but you don't know what it is. Your younger sister and *comadre*, Cristina (Tina), is a contemporary young woman who has been in the states most of her life. She always has good suggestions about bringing up Marisol. She respects your values but also understands contemporary life in the USA. She also knows the O'Neill family, since she went to school with Michelle's older brother.

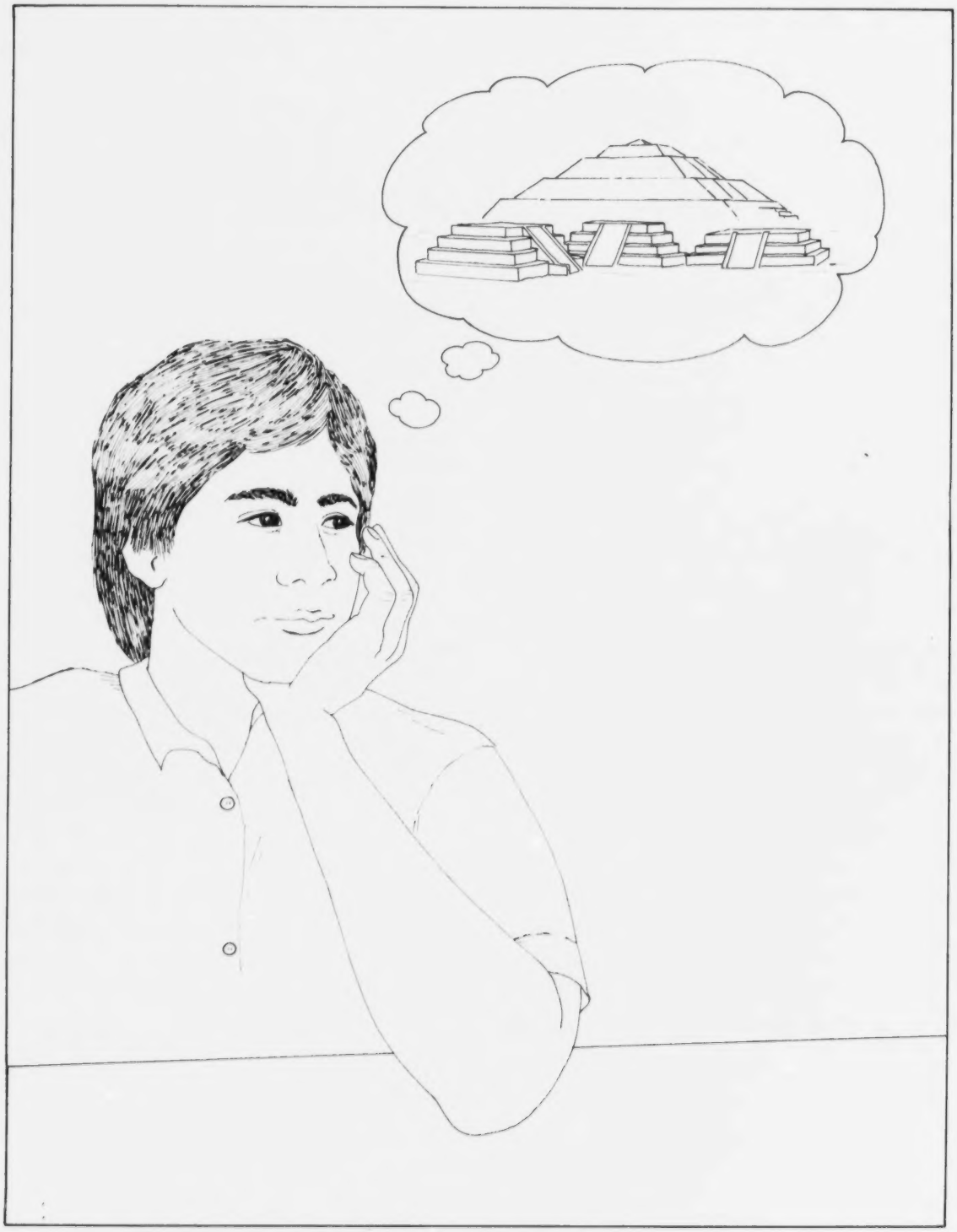
The Slumber Party

Cristina "Tina" Rodríguez

You're Marisol's *madrina* and María Luisa's youngest sister. You've been in this country since you were a little girl. You are 23 years old and attend the university. You love your sister and your niece very much. You admire how your sister is raising Marisol with strong Latino family values. You feel Marisol is a sensible young girl. You are visiting your sister's house when the slumber party dilemma comes up. Marisol and you are very close and you often give her advice about problems that she may have at school. You understand both sides of the issue because you came to this country at a very early age and went to school here. You have many Anglo friends and understand both cultures. You were raised by very traditional Latino parents who were very strict with you. Your sister María Luisa and you are also very close, and you are also *comadres* so you feel comfortable sharing your opinions with your *comadre*.

As Marisol's *madrina*, it's your role to be supportive and loving and come up with some ideas to help solve the problem with a compromise.

Hint: Remember you know Michelle O'Neill's older brother, who will be taking the girls to the beach.



A Trip to the Pyramids

Fred's dilemma is a difficult one. Should he go on a trip with his family or attend space camp? How can this problem be solved?

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A Trip to the Pyramids

Background Information

Fred is 13 years old and lives with his parents in Chicago, Illinois. Fred is very interested in astronomy and in the space program. His parents are second generation Latinos and believe in promoting pride in the Latino culture. They have been planning a family trip to Mexico to explore the pyramids for quite some time. Fred understands his parents' commitment to the family. He has been encouraged to do well in school and has developed his own goals.

Fred's father and mother have been saving money for over a year to go on this trip to visit the Mexican pyramids. Fred and his sister, Elisa, have been looking forward to this trip, too. They know it will be fun and they will learn more about their family heritage.

To the Student

Read the story of Fred Soto that is reprinted from *Cultural Pride* and included in your *La Familia* workbook.

The Dilemma

The Mexican summer vacation is planned. The whole family has agreed and set dates and schedules. All family members are excited about the trip. However, Fred has just learned that he has been chosen to participate in a 4-week work-study program at Cape Canaveral, Florida, attending special astronomy classes in the morning and working in the space lab in the afternoon. All expenses for this program are paid. This is a great opportunity for Fred! He's excited and proud of himself for having the grades necessary to compete for eligibility in the program. The only person in the family that knows that Fred applied for the program is his *abuelita* (grandmother). Fred wanted to surprise his parents and he asked his grandmother not to tell them. He's just learned of the award and hasn't told his *abuelita* or his parents yet.

The dilemma is that the space work-study program falls during the same time as the big trip to Mexico. There's a family reception on the first day of the space program. Everyone's families will be there. This is the same day the Soto family is scheduled to leave for Mexico.

The space work-study program is only available to 10 students from Washington Junior High every year. Fred would have to compete again next year if he wanted to go. Unfortunately, it's only available on these dates. How can this dilemma be solved?

A Trip to the Pyramids

Fred Soto

You are Fred, and you have been doing extra school work and working in the Astronomy Club to be able to compete for the space work-study program. You finally got what you deserve. This is a golden opportunity for you and you want to go to the space work-study program very badly. Although you know your parents are going to be proud of you for making it into the program, you also know they are going to be deeply disappointed that it is scheduled at the same time as the trip to Mexico. You either give up your opportunity to attend the space work-study or do not go on the trip to Mexico. You don't know what else you can do. You are upset.

You are torn between participating in the space program and going with your family to Mexico to see the pyramids. Which is most important? What will you decide? How will you present this dilemma to your parents?

Your *abuelita* is the only person who knows that you competed for the space work-study program. You can't wait to tell her the news. You know it's going to be hard for her to help you with the problem, but she's very wise so you know she'll give it her best.

A Trip to the Pyramids

Frank Soto

You are the father of Fred and Elisa. You are a manager at a local electronics plant. Life has not been easy for you. You put yourself through college and have provided well for your family throughout the years. You and your wife, Delia, have worked hard to raise your children. Both you and Delia have been dreaming about the trip to Mexico for over 2 years. Finally, last year you started a savings account specifically for the trip. This summer you and Delia are taking the children and their grandmother to Mexico to explore the pyramids! This is a great opportunity for the kids to trace their roots and have more pride in being Mexican. You are going to visit family and trace your roots to the little town where your grandfather was born.

You are excited and looking forward to this trip! You know the kids have been saving their spending money and they too are looking forward to the trip. As far as you are concerned, nothing can stand in the way of this great family vacation you planned and worked for.

A Trip to the Pyramids

Delia Soto

You are the mother of Fred and Elisa. For as long as you can remember, you and Frank have been talking about taking the children and your mother to Mexico to see the pyramids and visit the places where your families are from. This year it's finally going to happen. You've saved enough money and you are really going to do it! Fred and Elisa are excited, and your mother got tears in her eyes when you told her you were taking her back to where her mother lived her life as a young girl.

You know how much it means to Frank, your husband, to take the kids on this trip that everyone's been talking about and planning for 2 years!

A Trip to the Pyramids

Elisa Soto

You are Fred's sister and you are 12 years old. You are excited about going to Mexico. You have been reading about advanced civilizations—the *Mayas* and the *Aztecas*—and preparing for the trip.

The trip sounds fabulous. You'll travel by plane to Mexico City and by train to the small villages. You have been saving your money to buy Indian artifacts. Your parents are so excited about this trip, they seem like children, too. Your *abuelita* has been in a very good mood lately and telling you all kinds of stories of her experiences as a young girl in Mexico. You can't wait!

A Trip to the Pyramids

Abuelita Doña Concepción

You love your family. Your job is to take care of them and help your daughter with the children. You've been living with your daughter and son-in-law since the children were babies. You're proud of your granddaughter and grandson. Elisa is an "A" student and just as expressive as her mother. You are proud of her good grades. Fred is also very smart, in your eyes. He's going to be an astronaut and you know it! He told you about competing for a space work-study program where only 10 kids from his junior high get to go. He wanted to surprise his parents and asked you not to tell anyone until he knew the results. You are excited about the trip to Mexico and are also anticipating Fred's good news!

Your role is to be the helper in problem-solving the dilemma that will be presented. It's up to you to come up with possible ideas for solutions.

Marisol Mendoza

I am a Chicana and I'm proud of it. Because of my cultural roots, I learned how to be close to and respect my family. My *jefita* (that's my mom) has worked hard for what we have, and although she seems old-fashioned to me sometimes, I understand where she is coming from.

My dad and mom are divorced now, but Dad is real proud of his heritage, too. He often says to me, "Marisol, never forget who you are and where you come from. Your mom is a full-blooded Yaqui from the State of Sonora, and I am a Mestizo. I came from an Indian mother and a Spanish father." I can see the pride in his eyes when he says that to me, and I can't help but feel it inside myself, too.

One of the things that both Mom and Dad insist on is that we speak Spanish. I used to get so mad at them about it, but now I know that they are right. I know that speaking two languages is going to open up a lot of doors for me someday when I look for a job. Sometimes I hear people saying that this is America, and we should all speak English. I disagree. I believe we should speak two languages if we can.

I am also proud of being an American. I was born here and think this is a great place to live. I am glad that my parents came here from Mexico to raise us as Americans. This is my country and, like my teacher says, I can be anything I want. Sometimes I really believe that and sometimes I don't. Although I have never been discriminated against, I know prejudice exists.

My mom says she wants me to feel rich and fortunate because I have two cultures rather than just one. I think she's right!

When people ask me what I want out of life, I tell them: I want to be respected for what I am—a Chicana. I want a good education and a good job. I don't want to be discriminated against.

Fred Soto

Before I tell you my story, let me tell you that my name is not Federico. My father calls me Federico because that was his father's name. My grandfather was a World War I veteran—Federico Soto García. I have some old pictures of him in his uniform and he looks just like a war hero with all his medals.

I loved my grandfather but I don't like his name. I just want to be called Fred, thank you. My dad's always talking about how we are Chicanos and how proud we should be of our cultural roots. He grew up in the 1960s. I have a picture of him when he was in college. He is holding a sign that says "Boycott" on it. I'm not real sure about what it means. I think it has something to do with farmworkers but I don't know.

My mom says she feels guilty that her children don't speak Spanish. ("But they understand everything," she says.) It's true, when my aunts come over and they sit around and drink their *cafecito* (that's coffee) and they don't want us to understand what they are saying, they speak Spanish real fast. My sister Elisa and I still understand everything.

Anyway, my folks and I don't agree about this Chicano stuff. The way I look at it, I just want to be an American. I want to be an engineer. I want to work on the space program and I want to speak English. English is what we speak in this country and everyone in all the other countries wants to speak English too.

My parents and I discuss how I feel about wanting to be called an American and how they feel I should be called a Chicano. Dad tells me that there is still discrimination going on in this country. I think that discrimination is wrong, but I think it's worse if we go around calling extra attention to ourselves as "Chicanos."

Sometimes our discussions get pretty emotional and my mom puts her hand on her forehead and says, *"Ay, mijito"* (that means, "Oh, my son"). Then she usually tells me about my Mayan ancestors and where my grandparents came from. I really like listening to these stories because they make me proud of who I am. But I still say I'm an American.

Sometimes my parents try to understand. They look at each other and shrug their shoulders and say, "Maybe he'll change when he gets a little older." Who knows? Maybe I will change. For now, I just want to be called Fred, not Federico, and I don't want to call myself a Chicano. I want to be called an American.

When people ask me what I want out of life, I tell them: I just want to be respected for what I am—an American. I want a good education and a good job (in the space program). I don't want to be discriminated against.

Notes

Notes

La Quinceañera

The fifteenth birthday celebration is an important tradition for many young Latinas. This is the day that marks a young girl's passage into womanhood.

Lesson 7
Family Traditions and Celebrations

DICHO

Quien canta, sus males espanta.

(Sing away your troubles.)

This *dicho* addresses the importance of having fun and taking a cheerful attitude toward life and especially, life's troubles.

Traditions and celebrations are very important to Latino families. They help cement our strong family ties and help us pass on our rich heritage. In Lesson 7 you will identify some familiar traditions and perhaps learn about new ones.

¿Sabes Qué?

Among many Latino communities, a girl's fifteenth birthday is an important event. The *quinceañera* is a celebration that can be large or small, depending on the family's financial resources and preferences. Some families have a huge ceremony and a *quinceañera* dance. Others have a small family gathering that is just as cheerful and important. The large celebration may include 14 *damas* and their escorts as part of the ceremony and celebration. *Damas* are female attendants, friends of the birthday girl who are also part of the ceremony. The ceremony signifies a coming-of-age and marks the time when a young girl can start dating and having boys come to the family home

for visits. It is customary to have a *madrina* and *padrino* to help sponsor the *quinceañera*. After the ceremony, there may be a big celebration where the father or *padrino* leads the young woman in her traditional first waltz. This is the official first dance; after that the girl is allowed to start dancing with boys at public dances. *La celebración de los quince or quinceañera* is different in different communities. Large or small, the fifteenth year is an important event in many young Latinas' lives.

Latino Family Traditions and Celebrations

Directions: Look over this list of traditions which some families enjoy. Check the ones that you do with your family. Remember all families are different. Add traditions you enjoy that are not on the list.

Family Traditions

_____ 1. Christmastime and the month of December have many kinds of celebrations and traditions. Check the ones you observe and add the ones that are missing.

What do you call Christmas at home?

_____ Navidad
_____ Noche Buena
_____ Christmas

Other December and Christmas celebrations:

_____ Día de los Tres Reyes Magos—Three Kings Day—January 6
_____ Going to *Las Posadas*
_____ *Día de Nuestra Señora de Guadalupe*
_____ Opening Christmas presents, making Christmas gifts
_____ Cooking Christmas foods: *tamales, empanadas, biscochuelos, turrón, fruta de horno, lechón asado, flan, plátanos fritos.* List some Christmas foods that are made in your family: _____

_____

_____

_____ Putting out shoes or stockings for the Three Kings or Santa Claus to fill, breaking a *piñata* on Christmas Eve.

List other Christmas celebrations or traditions that you do in your family:

_____

_____

_____

_____ 2. Thanksgiving dinner together—*Día de Dar Gracias*

_____ 3. Celebrating family members' birthdays or saint's days
_____ 4. Mother's Day *fiesta* or get-together
_____ 5. Mother's Day gifts or cards
_____ 6. Celebrating saints' days *(Día de San Juan, Día de San Francisco).* List others:

_____

_____

_____

_____ 7. *Cinco de Mayo* celebration
_____ 8. 16 *de Septiembre* celebration
_____ 9. *Día de la Raza* celebration
_____ 10. Other dinners and mealtimes together on holidays
_____ 11. Father's Day gifts or cards
_____ 12. Going to church or other religious services together: *mandas,* pilgrimages, etc.
_____ 13. Bedtime ritual (family stories, kisses, hugs, games, etc.)
_____ 14. Easter activities: making *cascarones.* Making special food for Easter or Lent: *capirotada* (bread pudding with nuts and raisins), *chicos, tamales de camarón.* List other Easter foods you know of:

_____

_____ 15. Visiting with relatives
_____ 16. Family reunions
_____ 17. Making *tortillas* in the kitchen or in the backyard. List other food you make as a tradition in your family:

_____

_____ 18. *Quinceañeras*—or celebrating *"los quince años"*
_____ 19. *Bodas de Oro* (50-year anniversary) *Bodas de Plata* (25-year anniversary)
_____ 20. Baptisms, *Bautismos,* First Communion parties
_____ 21. Special dish or refreshment served at certain meals or certain times of the year: *tamales, capirotada, paella, empanadas, arroz con frijoles, mole, flan, lechón asado, plátanos fritos, yuca con mojo.* List your family's traditional foods: _____
_____ 22. Special New Year's celebrations
_____ 23. *Día de los Muertos*—taking food and flowers to the cemetery, and other festivities
_____ 24. All Saints' Day

_____ 25. Watching or listening to a certain TV or radio program together
_____ 26. Building special shrines to Jesus, the Saints and Mary or Our Lady of Guadalupe
_____ 27. A special time during the week set apart for the family
_____ 28. Halloween activities as a family
_____ 29. *Carnaval*—celebration before Lent starts
_____ 30. A regular family walk
_____ 31. Family vacations, annual visits to grandparent's home or to see other family members, going to your homeland—trips to Mexico, Puerto Rico, etc.
_____ 32. Family recreational activities (for example: drive-in movies, *carnes asadas, paseos, tardeadas*, picnics, gardening)

List other family traditions that you observe in your family:

_____ 33. _____
_____ 34. _____
_____ 35. _____
_____ 36. _____
_____ 37. _____

When you have completed your work on the list, look back over it and answer the following questions:

List three of your favorite family traditions and tell why each is important to you.

1. _____ is important to me because
_____
_____

2. _____ _____ is important to me because
_____
_____
_____

3. _____ is important to me because

_____

_____

_____

What do you like best about the activities that your family does together?

_____

_____

_____

Adapted from *Family Life Education: Resources for the Elementary Classroom—Grades 4, 5, 6.* DeSpelder, L.A. and A.L. Strickland. Santa Cruz, CA: Network Publications, 1982.

Notes

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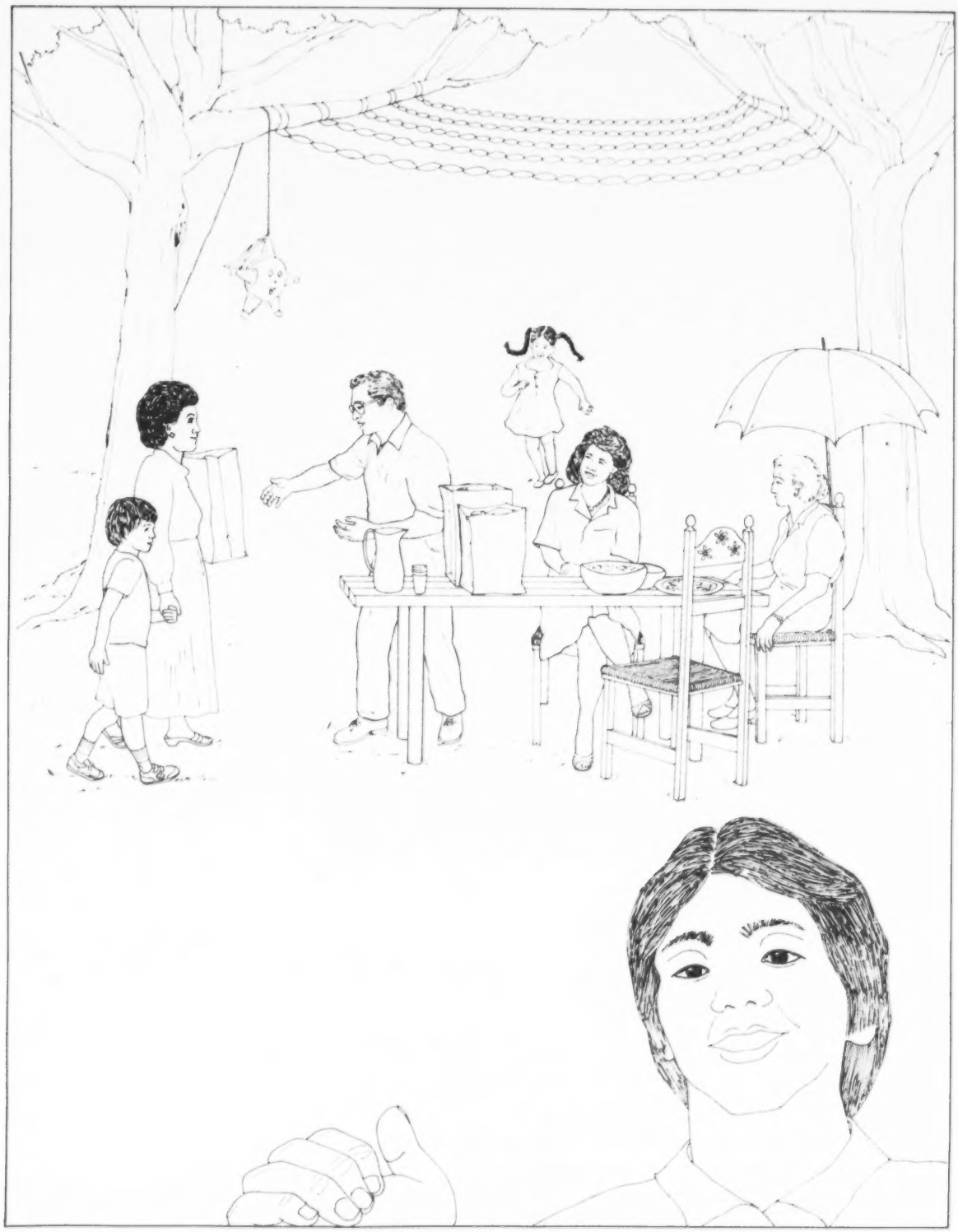

Celebrate Familia

The traditional Latino family celebration is intergenerational. Family members of all ages take part in celebrations. Everyone is expected to participate.

Lesson 8
Celebrating Family

DICHO

Amor con amor se paga.

(Love is repaid by love.)

This *dicho* states that if you give love, you will receive love. It was taken from the thoughts and writing of José Martí, a dedicated Cuban leader who fought for Cuban independence from Spain.

Lesson 8 is about celebration—celebration of yourself and your family. !Que vivan nuestras familias!

¿Sabes Qué?

The traditional Latino family gathering or celebration is intergenerational. Intergenerational means that family members of all ages take part in the same activities. The elders, even when they are weak and frail, are brought into the celebration and have their place of honor in the crowd. Children of all ages, from newborns to teenagers, are expected to attend and participate. No one is left out because of age. It is not uncommon to see children sleeping in family members' arms late into the night at a family party. Who needs babysitters when you have aunts, uncles and grandparents?

Student Activity Sheet

What Makes My Family Special To Me?

1. _____

2. _____

3. _____

4. _____

5. _____

Notes

Appendix A
Dichos

Lesson 1

Para el amor no hay fronteras.

(Love knows no bounds, no borders or boundaries.)

This is an appropriate *dicho* for family members that live in another country or far away.

Lesson 2

Los dichos de los viejitos son evangelios chiquitos.

(The *dichos* of the elders are like gospels.)

This *dicho* states that much can be learned by listening to the advice of our elders.

Lesson 3

De tal palo, tal astilla.

(A chip off the old block.)

This *dicho* is a popular one, used to refer to the things we have in common with our parents or other family members who have a strong influence on us.

Lesson 4

Un hogar sin libros es como un jardín sin flores.

(A home without books is like a garden without flowers.)

This *dicho* is reflective of the importance that books and reading should have in the home.

Lesson 5

Cada oveja con su pareja.

(Every sheep with its like. Birds of a feather flock together.)

This *dicho* is often used to express the belief that family members should stick together.

Lesson 6

Lo que a tus padres hicieres, tus hijos haran contigo.

(A Latino family version of "What goes around comes around.")

This *dicho* means that what we do as children to our parents might be repeated in our families when we have children.

Lesson 7

Quien canta, sus males espanta.

(Sing away your troubles.)

This *dicho* addresses the importance of having fun and taking a cheerful attitude toward life and especially, life's troubles.

Lesson 8

Amor con amor se paga.

(Love is repaid by love.)

This *dicho* states that if you give love, you will receive love. It was taken from the thoughts and writing of José Martí, a dedicated Cuban leader who fought for Cuban independence from Spain.

Appendix B
Spanish Word List

Abuelitos: Grandparents.

Algunos consejos: Some advice.

Allí viene la nana: The nana is coming.

Arroz con frijoles: Rice and beans.

Aztecas: Aztecs.

Barrio: Neighborhood. For many Latinos in the United States, *barrio* is more than just the Spanish word for neighborhood. The *barrio* is the center of their community—a place where they can often find support, helpful neighbors and good friends.

Bautismos: Baptism.

Bizcochuelos: Traditional cookies sometimes made with cornmeal and spices.

Bodas de Oro: 50-year anniversary.

Bodas de Plata: 25-year anniversary.

Burros: Rolled *tortilla* with filling of some sort (beans, meat, eggs).

Cafecito: Diminutive of coffee.

Capirotada: Bread pudding with nuts and raisins. Traditionally prepared and eaten during Lent.

Carne asadas: Barbecue.

Cascarón: Brightly colored paper cone stuffed with confetti and topped with an eggshell, used in Mexican festivities and celebrations.

Chicana, Chicano: A word that many Mexican-Americans use to identify themselves. Chicano is derived from the word Mexicano—the "x" in Nahuatl was pronounced as "ch." This ethnic label acknowledges the Indian roots of many Mexican-Americans.

Chicos: In the context of this curriculum a special corn dish prepared traditionally during Lent. Chicos can also mean young people or small.

Chimenea: Chimney.

Chorizo: Sausage.

Cinco de Mayo: 5th of May. Celebration of the battle of Puebla—Mexican independence from the French.

Comadre, Compadre: A term used to refer to the person who baptizes your child.

Corridos: Ballads—musical stories, usually about the struggles of the people of different regions.

Día de Dar Gracias: Thanksgiving Day.

Día de la Raza: Day of La Raza, a day of cultural celebration for Latinos in the U.S.

Día de los Muertos: Day of the Dead, a holiday celebrated on November 1 or 2.

Día de los Tres Reyes Magos: Three Kings Day or Day of Epiphany, a holiday celebrated on January 6.

Día de Nuestra Señora de Guadalupe: Day of Our Lady of Guadalupe.

Día de San Francisco: Day of Saint Francis.

Día de San Juan: Day of St. John.

Empanadas: Pastries filled with meat or fruit.

Familia: Family.

Fiesta: Party.

Flan: Egg custard.

Fruta de horno: Cookies shaped like fruit—traditional during Christmas.

Hacer la América: To "make it" in America.

Hermana menor: Younger sister.

Hermanita: Little sister.

Hermanito: Little brother.

Hermano menor: Younger brother.

Hija: Daughter.

Hijo: Son.

Jefita: Little chief. Mexican slang expression meaning mother.

Las Posadas: Traditional reenactment of Mary's and Joseph's search for shelter before the birth of Jesus.

Lechón asado: Roast pork, usually a young pig. Traditional Christmas food in Cuban and Puerto Rican communities.

Los quince años: 15th birthday celebration.

Mandas: Special promises made to Jesus, Mary, Joseph and/or the saints if a prayer is answered.

Mayas: Maya Indians.

Mestizo: A person of Indian and Spanish or European ancestry.

Mi tierra: My land.

Mi vida: An affectionate way of saying "my dear," literally, "my life."

Mole: A special sauce such as mole poblano which is a chocolate, chile and pumpkin seed sauce served on turkey or chicken.

Muchachos: Young people.

Navidad: Christmas.

Noche Buena: Christmas.

Paella: A Spanish rice, seafood and chicken dish seasoned with saffron.

Papel en la pared: Paper on the wall.

Papouli: Greek for Grandfather.

Paseos: Outings.

Piñatas: Brightly colored paper and papier-maché structures, of various forms and shapes, usually stuffed with candy, sometimes flour and confetti; in Mexico traditionally broken by children at birthday parties and celebrations.

Piñones, Piñón: Nuts from piñón pine trees.

Plátanos or Bananos: Bananas.

Plátanos fritos: Fried bananas.

Pónganse abusados: Be quick on yóur feet.

Primas, Primos: Cousins.

Tías, Tíos: Uncles, aunts.

Quinceañera: Special traditional celebration of a girl's 15th birthday.

Ramada: Wooden porch-like structure built for shade.

Respeto: A Spanish term that is actually a much stronger concept than the English word—respect. In most Latino cultures, demonstrating *respeto* means that you recognize the person's self-worth and dignity. *Respeto* is honoring the person's inner worth, his or her kindness and sometimes, his or her authority and position. Children are taught

the value of respecting their elders at a very early age. Older people are honored and respected for their experience and inner wisdom.

16 de Septiembre: 16th of September—Mexican Independence Day.

Tamales: Cornmeal delicacy rolled and steamed in corn husks. May contain meat, red chile or green chile and cheese. There are many varieties of tamales all over the Southwest, Mexico and Central America.

Tamales de camarón: Tamales made with shrimp.

Tardeadas: Parties in the afternoon.

Teatro: Theater.

Tortillas: Flat cakes made of flour, lard, salt and baking powder or corn, lime and water. In Mexico and many Central American countries *tortillas* and beans are the basic staples. In Spain a *tortilla* is an omelet.

Turrón: Divinity fudge.

Yuca con mojo: Yucca with a lemon, garlic and oil sauce. Traditional in Cuba.

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Appendix C
Glossary of Special Terms

Blended Family: Two people with children from previous relationships get married and combine the two families.

Brainstorming: Expressing all ideas that come to mind.

Mainstream: Refers to the main USA culture.

Nuclear Family: A family usually consisting of a mother, father and children.

Respeto: A Spanish term that is actually a much stronger concept than the English word—respect. In most Latino cultures, demonstrating *respeto* means that you recognize the person's self-worth and dignity. *Respeto* is honoring the person's inner worth, his or her kindness and sometimes, his or her authority and position. Children are taught the value of respecting their elders at a very early age. Older people are honored and respected for their experience and inner wisdom.

Tradition: An acknowledged and respected way of carrying out specific practices within one's family and/or culture. A way of saying, "This is the way we do this in our family." Traditions help us remain connected to our families and cultures.

Value: Any belief or quality that is important, desirable or prized.

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